

# **CONSOLIDATED STATE PERFORMANCE REPORT: Part I**

for  
**STATE FORMULA GRANT PROGRAMS**  
under the  
**ELEMENTARY AND SECONDARY EDUCATION ACT**  
As amended by the  
**No Child Left Behind Act of 2001**

For reporting on  
**School Year 2002-2003**



**DUE DECEMBER 22, 2003**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## INTRODUCTION

The No Child Left Behind (NCLB) Consolidated State Performance Report will consist of two information collections each year. The first part of the Consolidated State Performance Report will be due in December of each year and the second part of the report will be due the following Spring.

This workbook contains Part I of the U.S. Department of Education's Consolidated State Performance Report instrument for State formula grant programs authorized by the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001(NCLB). The workbook contains State reporting requirements for information from the 2002-2003 school year due to the Department by **December 22, 2003**. The Secretary will use this information as part of his first annual report to Congress on the implementation of NCLB.

States may use this format or a format of their choosing to submit the required information. If the information is available through another source, States may refer the Department to that source, e.g., State Report Cards. If a State refers the Department to another source, it must provide specific information on where the data may be accessed, e.g. the URL for the State Report Card.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2002-2003 school year must respond to this Consolidated State Performance Report. Reports are due to the Department on **December 22, 2003**, and should reflect data from the 2002-2003 school year.

## TRANSMITTAL INSTRUCTIONS

To expedite the receipt of this report, please send your report via the Internet as a .doc file, pdf file, rtf or .txt file to [conreport@ed.gov](mailto:conreport@ed.gov), or provide the URL for the site where your submission is posted on the Internet. Please send a follow-up, signed paper copy of "Consolidated State Performance Report Signature Page" via an express courier to the address below.

A State that submits only a paper report should mail the submission by express courier to:

Daisy Greenfield  
U.S. Department of Education  
Room 3E307  
400 Maryland Avenue, S.W.  
Washington, DC 20202-6400

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 361 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) or suggestions for improving this form, please write directly to Consolidated State Performance Report, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E307, Washington, DC 20202-6400.

OMB Number: 1810-0614  
Expiration Date: 05/31/2004

Consolidated State Performance Report  
For  
State Formula Grant Programs  
under the  
Elementary And Secondary Education Act  
as amended by the  
No Child Left Behind Act of 2001

Name of State Educational Agency (SEA) Submitting This Report:

New Jersey Department of Education

Address:

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Trenton, NJ 08611

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Name of Authorizing State Official: (Print or Type):

William L. Librera, Ed. D.  
Commissioner

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

I. STUDENT ACADEMIC ACHIEVEMENT

In the following charts, please provide student achievement data from the 2002-2003 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2002-2003 school year. States should provide data on the percentage of students scoring at the proficient and advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during the 2002-2003 school year.

**New Jersey has not yet administered a grade 3 assessment. In 2002-2003 this measurement was field tested.**

<b>Grade 3 Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	N/A
Hispanic or Latino	N/A
Native Hawaiian or Other Pacific Islander	N/A
White	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 3 Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	N/A
Hispanic or Latino	N/A
Native Hawaiian or Other Pacific Islander	N/A
White	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 4 Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>	<b>Alternate Proficiency Assessment Percent of Students Proficient and Advanced**</b>
All Students	68.0	90.4
American Indian or Alaska Native	66.1	100
Asian	87.2	94.9
Black or African American	42.0	86.6
Hispanic or Latino	52.5	88.0
Native Hawaiian or Other Pacific Islander	82.1	100
White	78.7	92.0
Students with Disabilities	39.6	90.4
Limited English Proficient	34.2	93.7
Economically Disadvantaged	46.8	86.3
Migrant	39.2	NA
Male	69.5	90.7
Female	66.6	90.0

\* The percentages reported above are preliminary results. The final assessment results for the NJ ASK4 measurement will be available in January 2004. However, to ensure timely receipt of assessment information and compliance with the federal requirements, districts and schools received AYP decisions based on preliminary assessment results in September 2003.

\*\* Results are preliminary. Final data will be released as soon as available.

<b>Grade 4 Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>	<b>Alternate Proficiency Assessment Percent of Students Proficient and Advanced**</b>
All Students	77.6	92.4
American Indian or Alaska Native	78.1	100
Asian	89.3	94.6
Black or African American	57.9	90.4
Hispanic or Latino	62.5	91.3
Native Hawaiian or Other Pacific Islander	89.2	87.5
White	86.9	93.9
Students with Disabilities	41.5	92.0
Limited English Proficient	31.4	87.5
Economically Disadvantaged	58.2	90.9
Migrant	36.5	NA
Male	72.3	92.7
Female	83.2	92.0

\* The percentages reported above are preliminary results. The final assessment results for the NJ ASK4 measurement will be available in January 2004. However, to ensure timely receipt of assessment information and compliance with the federal requirements, districts and schools received AYP decisions based on preliminary assessment results in September 2003.

\*\* Results are preliminary. Final data will be released as soon as available.

New Jersey does not yet administer a grade 5 assessment.

<b>Grade 5 Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	N/A
Hispanic or Latino	N/A
Native Hawaiian or Other Pacific Islander	N/A
White	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 5 Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	N/A
Hispanic or Latino	N/A
Native Hawaiian or Other Pacific Islander	N/A
White	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

**New Jersey does not yet administer a grade 6 assessment.**

<b>Grade 6 Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	N/A
Hispanic or Latino	N/A
Native Hawaiian or Other Pacific Islander	N/A
White	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 6 Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	N/A
Hispanic or Latino	N/A
Native Hawaiian or Other Pacific Islander	N/A
White	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

New Jersey does not yet administer a grade 7 assessment.

<b>Grade 7 Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	N/A
Hispanic or Latino	N/A
Native Hawaiian or Other Pacific Islander	N/A
White	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 7 Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>
All Students	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	N/A
Hispanic or Latino	N/A
Native Hawaiian or Other Pacific Islander	N/A
White	N/A
Students with Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 8 Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>	<b>Alternate Proficiency Assessment Percent of Students Proficient and Advanced**</b>
All Students	<b>56.8</b>	<b>85.4</b>
American Indian or Alaska Native	<b>52.8</b>	<b>NA</b>
Asian	<b>80.5</b>	<b>100</b>
Black or African American	<b>24.9</b>	<b>83.6</b>
Hispanic or Latino	<b>35.7</b>	<b>84.8</b>
Native Hawaiian or Other Pacific Islander	<b>70.9</b>	<b>100</b>
White	<b>69.2</b>	<b>85.2</b>
Students with Disabilities	<b>16.3</b>	<b>85.4</b>
Limited English Proficient	<b>18.8</b>	<b>71.4</b>
Economically Disadvantaged	<b>29.9</b>	<b>85.3</b>
Migrant	<b>12.5</b>	<b>NA</b>
Male	<b>58.2</b>	<b>83.7</b>
Female	<b>55.4</b>	<b>88.0</b>

\*\* Results are preliminary. Final data will be released as soon as available.

<b>Grade 8 Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>	<b>Alternate Proficiency Assessment Percent of Students Proficient and Advanced**</b>
All Students	<b>73.8</b>	<b>89.3</b>
American Indian or Alaska Native	<b>62.7</b>	<b>NA</b>
Asian	<b>86.2</b>	<b>100</b>
Black or African American	<b>47.5</b>	<b>90.2</b>
Hispanic or Latino	<b>55.3</b>	<b>90.2</b>
Native Hawaiian or Other Pacific Islander	<b>86.6</b>	<b>100</b>
White	<b>84.9</b>	<b>87.9</b>
Students with Disabilities	<b>27.7</b>	<b>89.3</b>
Limited English Proficient	<b>14.2</b>	<b>100</b>
Economically Disadvantaged	<b>48.1</b>	<b>90.5</b>
Migrant	<b>17.0</b>	<b>NA</b>
Male	<b>67.7</b>	<b>88.0</b>
Female	<b>80.2</b>	<b>91.1</b>

\*\* Results are preliminary. Final data will be released as soon as available.

<b>High School Mathematics</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>	<b>Alternate Proficiency Assessment Percent of Students Proficient and Advanced**</b>
All Students	<b>65.9</b>	<b>87.2</b>
American Indian or Alaska Native	<b>57.2</b>	<b>100</b>
Asian	<b>83.3</b>	<b>90.5</b>
Black or African American	<b>32.9</b>	<b>83.6</b>
Hispanic or Latino	<b>41.6</b>	<b>87.0</b>
Native Hawaiian or Other Pacific Islander	<b>78.5</b>	<b>100</b>
White	<b>77.4</b>	<b>89.0</b>
Students with Disabilities	<b>23.3</b>	<b>87.2</b>
Limited English Proficient	<b>22.3</b>	<b>81.2</b>
Economically Disadvantaged	<b>35.6</b>	<b>84.5</b>
Migrant	<b>36.8</b>	<b>NA</b>
Male	<b>67.2</b>	<b>86.4</b>
Female	<b>64.5</b>	<b>88.7</b>

\*\* Results are preliminary. Final data will be released as soon as available.

<b>High School Reading/Language Arts</b>	<b>Percent of Students Proficient and Advanced School Year 02-03</b>	<b>Alternate Proficiency Assessment Percent of Students Proficient and Advanced**</b>
All Students	<b>80.2</b>	<b>87.1</b>
American Indian or Alaska Native	<b>74.1</b>	<b>100</b>
Asian	<b>86.5</b>	<b>81.8</b>
Black or African American	<b>60.5</b>	<b>80.0</b>
Hispanic or Latino	<b>63.2</b>	<b>90.6</b>
Native Hawaiian or Other Pacific Islander	<b>86.8</b>	<b>66.7</b>
White	<b>88.1</b>	<b>90.4</b>
Students with Disabilities	<b>35.3</b>	<b>87.1</b>
Limited English Proficient	<b>18.4</b>	<b>86.7</b>
Economically Disadvantaged	<b>57.1</b>	<b>84.8</b>
Migrant	<b>61.1</b>	<b>NA</b>
Male	<b>75.6</b>	<b>85.7</b>
Female	<b>84.8</b>	<b>90.4</b>

\*\* Results are preliminary. Final data will be released as soon as available.

## **II. SCHOOLS IN NEED OF IMPROVEMENT**

**A.** In the following chart, please provide a list of Title I schools identified for improvement, corrective action, or restructuring under section 1116 for the 2003-2004 school year, based upon data from the 2002-2003 school year. For each school listed, please provide the name of the school's district, the reason(s) for identification (e.g., missing proficiency target, participation rate, other academic indicator), and the school improvement status for the 2003-2004 school year (e.g., school in need of improvement year 1, school in need of improvement year 2, corrective action, restructuring).

**See Attached**

**B.** Briefly describe the measures being taken to address the achievement problems of schools identified for improvement, corrective action, and restructuring.

**In an effort to assist schools identified as “in need of improvement,” the New Jersey Department of Education, in collaboration with other educational constituencies, provides technical assistance and training to school districts and schools on a variety of topics, e.g., comprehensive needs assessment, data analysis, program planning, school choice, supplemental educational services, and early literacy.**

**Also, quarterly policy forums about best practices in teaching and learning, parental involvement, closing the achievement gap, special education, new Title I managers and transition to secondary schools, and a 2-day Principal Leadership Institute were conducted this past school year.**

**Ongoing technical assistance to low performing schools is provided by the Regional and County Offices, the Office of Title I Program Planning and Accountability and the Abbott Division.**

**Schools Identified for Improvement, Corrective Action, and Restructuring  
Based on Data from 2002-2003 School Year**

District Name	NCES/CCD ID Code	School Name	NCES/CCD ID Code	Reason Identified						School Improvement Status for SY 2003-2004
				Reading/Language Arts		Mathematics		Other Academic Indicator		
				Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator (elementary/middle schools)	Graduation Rate (high school)	
Egg Harbor City	3404530	F D Rittenberg MS	00076			XXX				School Choice
Pemberton Twp	3412810	Alexander Denbo	01220			XXX				School Choice
Camden City	3402640	McGraw	01380			XXX				School Choice
Woodlyne Boro	3418270	Woodlyne	01700	XXX						School Choice
Millville City	3410320	Memorial HS	01868	XXX		XXX				School Choice
Vineland City	3416800	Dr. Wm. Mennies	05921			XXX	XXX			School Choice
East Orange	3404230	M. B. Garvin	02052			XXX				School Choice
Newark	3411340	Madison Elem	02306			XXX				School Choice
Jersey City	3407830	Kennedy #9	02790			XXX				School Choice
Jersey City	3407830	Number 8	02788			XXX				School Choice
Lakewood Twp	3408160	Lakewood	04632	XXX		XXX				School Choice
Paterson City	3412690	Number 8	04888	XXX		XXX				School Choice
Elizabeth City	3404590	N M Butler #23	05526				XXX			School Choice
Plainfield City	3413140	Evergreen	05620			XXX				School Choice

\*The information above used to determine AYP sanctions were based on preliminary results from NJ's grade 4 (NJ ASK4), grade 8 (GEPA) and High School Proficiency (HSPA) assessments. Preliminary data was used because the results from the special education alternate proficiency assessments used is not yet finalized. We anticipate these results will be made available in January 2004 and the final AYP decisions will then be issued.

**III. PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES**

**A. Public School Choice**

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring from which students transferred under the provisions for public school choice under section 1116 of Title I during the 2002-2003 school year.

**This information is being collected and will not be available until the end of February 2004.**

2. Please provide the number of public schools to which students transferred under the provisions for public school choice under section 1116 of Title I during the 2002-2003 school year.

**This information is being collected and will not be available until the end of February 2004.**

3. Please provide the number of students who transferred to another public school under the provisions for public school choice under section 1116 of Title I during the 2002-2003 school year.

**This information is being collected and will not be available until the end of February 2004.**

**B. Supplemental Educational Services**

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring whose students received supplemental educational services under section 1116 of Title I during the 2002-2003 school year.

**This information is being collected and will not be available until the end of February 2004.**

2. Please provide the number of students who received supplemental educational services under section 1116 of Title I during the 2002-2003 school year.

**This information is being collected and will not be available until the end of February 2004.**

#### IV. HIGHLY QUALIFIED TEACHERS

In the September 1, 2003, Consolidated State Application submission, States provided information on the percentage of classes in core academic subjects taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools. For the 2002-2003 school year, please now also provide the percentage of classes in the core academic subjects taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA) in “low-poverty” schools. (Section 1111(h)(1)(C)(viii) defines “low poverty” as schools in the bottom quartile of poverty in the State).

Percentage of classes in core academic subjects taught by “highly qualified” teachers in “low-poverty” schools during the 2002-2003 school year.

**The percentage of classes in core academic subjects taught by “highly qualified teachers” in “low-poverty” schools during the 2002-2003 school year is not available. However, by May 2004 this data will be available for the 2003-2004 school year.**

**As was indicated in the September 1, 2003 Consolidated State Application submission, the February 2003 Title IIA Highly Qualified Teacher (HQT) Survey did not accurately capture the information necessary for establishing baseline data for the percentage of classes being taught by “highly qualified” teachers.**

Since then, the department released the *New Jersey Model for Identifying Highly Qualified Teachers*, a packet of general information, forms and instructions to support districts in complying with the highly qualified teacher provision. A copy of this document can be found at: <http://www.state.nj.us/njded/profdev/hqt/house.pdf>. The forms in this document provided schools and districts with a systematic process for identifying and documenting the status of their teachers as it applies to the NCLB HQT requirement. As a result of this process, LEAs are better informed about the details of the HQT requirement, and will be able to make more accurate responses to the 2004 HQT survey questions.

The 2004 Title IIA HQT Survey is more concise and easier to complete. This newly revised survey will go online in January 2004 at the following website: <http://homeroom.state.nj.us>. It is expected that electronic transmission of the data by LEAs for their schools will be completed by February or March 2004. By May 2004, the state will have information on the percentage of classes taught by “highly qualified teachers” in the aggregate, in “high poverty” schools and in “low poverty” schools.